

South Charnwood High School

Broad Lane, Markfield, Leicestershire LE67 9TB

Inspection dates

11–12 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Good
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders promote a positive culture of ambition for pupils and staff. They are committed to achieving the best possible outcomes for pupils, both academically and in their personal development.
- Senior leaders and governors have worked together effectively to oversee the school's successful growth.
- In 2018, pupils of all abilities made outstanding progress, including in English and mathematics. Pupils' progress in science and humanities was well above the national average.
- In all year groups, current pupils, including disadvantaged pupils, continue to achieve at a high level in most subjects.
- Pupils with special educational needs and/or disabilities (SEND) make strong progress. They are extremely well supported.
- The school's curriculum is designed well to meet the needs of pupils.
- Leaders prioritise reducing staff workload and promoting staff well-being.
- Leaders do not evaluate the impact of their actions closely enough to inform priorities, including when reviewing their use of additional government funding.
- A small minority of pupils engage in low-level disruption that is detrimental to their learning.
- The quality of teaching and learning is consistently strong, based on teachers' expert subject knowledge. However, small pockets of inconsistency exist where teachers' poor planning and low expectations hinder pupils' learning.
- Pupils are confident, resilient and committed learners who keep trying until they understand.
- Pupils know how to keep themselves safe and reduce the risks they may face.
- The vast majority of pupils are very well behaved and have positive attitudes to learning.
- Pupils are well prepared for their next steps. Most secure sustained education, employment or training when they leave Year 11.
- Pupils' spiritual, moral, social and cultural (SMSC) development is very well promoted and supported by a well-thought-out curriculum.
- While exclusions are low, a disproportionate number of pupils with SEND continue to be excluded.
- Pupils' attendance is above the national average. However, too many disadvantaged pupils are regularly absent from school.
- Safeguarding records, including concerns about pupils and staff training records, are not as detailed or thorough as they should be.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders evaluate the impact of their actions precisely and devise sharply focused plans for further improvement, including their use of additional funding for disadvantaged pupils and Year 7 pupils supported by the literacy and numeracy catch-up premium
 - any inconsistencies in the quality of teaching and learning within and between different subject areas are eliminated
 - leaders and governors rigorously and regularly review records of safeguarding, including concerns about pupils and records of staff training, to make sure that they are precise, accurate, detailed and complete.
- Improve pupils' personal development, behaviour and welfare by:
 - reducing the proportion of disadvantaged pupils who are regularly absent from school
 - reducing the proportion of pupils with SEND who are temporarily excluded from school
 - eliminating the small number of instances when pupils, particularly boys, engage in low-level disruption in lessons rather than focusing on their learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have established a culture that promotes high expectations and aspirations for all. Senior leaders have a strong sense of moral purpose and a clear commitment to doing the best for the school, its pupils and staff. Staff feel motivated and respected; their morale is high. Pupils are proud to be members of the school community. In the words of one parent, 'This is a school where children thrive.'
- Leaders have led the school successfully through a period of significant change, with the addition of a new key stage and a growing pupil roll. Teachers receive high-quality training to deliver new qualifications, while those new to the profession receive very effective support. Staff value this guidance and their hard work has been rewarded through sustained improvements in pupils' outcomes over time.
- Leaders' systems for assessing and tracking pupils' progress are well developed. Teachers are skilled at assessing pupils' work accurately against grade criteria. Leaders set pupils challenging targets, which many pupils go on to attain. Most parents and carers who responded to Ofsted's online survey, Parent View, were very positive about the information they received about their children's progress and achievements.
- While the overall quality of teaching is very high, leaders are not complacent. They have a clear understanding of where the strongest teaching practice exists, and teachers regularly share good practice with others. However, many of the recently implemented strategies to further improve the quality and consistency of teaching are in their early stages and leaders have yet to evaluate their impact.
- Leaders monitor pupils with SEND closely and involve them in decisions about aspects of their provision. This ensures that these pupils' needs are well met. Additional funding for these pupils has helped to improve their attendance.
- Leaders have successfully created a positive and inclusive staff culture. They prioritise the importance of promoting staff well-being and their commitment to reducing staff workload is welcomed by most staff.
- Leaders ensure that pupils' SMSC learning is well considered. Pupils are afforded opportunities to enrich their spiritual development and they have a clear understanding of the importance of morals and rules. They are highly cooperative, showing mutual respect and empathy for others.
- British values are promoted effectively, for example through activities to recognise Remembrance Day. Leaders' plans clearly emphasise the importance of teaching pupils about the dangers of radicalisation and extremism, although, when speaking to inspectors, not all pupils could discuss the potential risks they may face in relation to these issues.
- Leaders can accurately identify the school's strengths and weaknesses. However, their evaluations are not always supported by convincing evidence. Similarly, leaders' plans for improvement often lack a clear strategic view, based on the ample evidence available, and precise success criteria against which their actions can be measured.
- Leaders employ a range of strategies to support disadvantaged pupils and those Year 7

pupils supported by the literacy and numeracy catch-up premium. However, leaders do not routinely evaluate the impact of the strategies they are using. As a result, while these groups of pupils achieve very well, leaders are not able to identify which of their actions are most effective in maintaining future high standards.

- Pupils receive focused careers education, advice and guidance and make informed choices about their key stage 4 courses from a broad range of subjects.
- Leaders give careful consideration to the quality of the curriculum. Many subject leaders plan clear sequences of learning that build on pupils' prior knowledge and skills. However, in a small minority of subjects, there is a lack of coherent planning and low expectations of what pupils can achieve.
- Although leaders plan a range of different extra-curricular activities, they recognise that, due to the school's geographical location, a significant majority of pupils do not take part in school activities outside of lessons.

Governance of the school

- Governors are wholly supportive of the school. They have worked very effectively with leaders to oversee the school's recent growth.
- Governors are informed, visiting the school regularly to review different aspects of leaders' work. They use their recent training and improved skills to hold leaders more readily to account for their actions.
- Governors are committed to ensuring that pupils at the school are able to flourish. They are reflective of their own practice. In 2016, they willingly sought a review to help them improve the effectiveness of their work.
- Governors are knowledgeable about the school's strengths and weaknesses. However, they do not play a significant role in overseeing leaders' plans to improve the school, despite it being a recommendation from the governance review.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders carry out and record thorough recruitment checks on adults who work or volunteer at the school. Those responsible for governance are also checked appropriately.
- Pupils feel safe in school and know how to reduce the risks they may face outside of school. They receive regular safeguarding guidance, for example about staying safe online, the threat of guns and knife crime, and the risks of sexual exploitation.
- Staff receive regular safeguarding training throughout the year, including with regard to the 'Prevent' duty and the criminal exploitation of young people in relation to selling drugs. They are vigilant about different types of abuse and understand their responsibilities to refer any worries about a pupil.
- Leaders take timely and appropriate action to keep pupils safe, including working closely with external agencies. However, they do not ensure that pupils' safeguarding records are consistently accurate, rigorous, well organised and complete. Similarly, their records of staff training are not comprehensive, particularly those for adults

employed by external organisations.

- Governors have not ensured that leaders fulfil the school's safeguarding responsibilities with regard to keeping detailed and organised records.

Quality of teaching, learning and assessment

Outstanding

- Teaching is consistently strong across nearly all subjects, and especially in English and mathematics. Pupils' admirable progress is testament to the effective learning that takes place throughout the school.
- Teachers' expectations of pupils' attitudes and their abilities to achieve are consistently high. Pupils work effectively with their peers to support each other's learning. Their aspirations, enthusiasm and commitment help them to progress extremely well.
- Teachers are subject experts. They often use their strong subject knowledge and well-chosen resources to teach pupils demanding content. As a result, pupils are challenged frequently with interesting and relevant activities that deepen their learning.
- Teachers' use of subject-specific language is commonplace. Through skilful questioning, teachers provide pupils with frequent opportunities to recall their previous learning and apply their knowledge and skills to new situations. As a result, teachers elicit a more complex understanding of concepts from pupils.
- Pupils are resilient learners. They are not afraid to admit misunderstandings and readily seek clarity from an adult. Inspectors observed many instances of pupils persisting with an activity until they had been successful, particularly the most able pupils.
- Teachers provide pupils with feedback that is very effective in helping pupils to understand the progress they are making and how they can improve still further.
- Additional adults support pupils with SEND effectively in lessons, helping these pupils make stronger progress as a result. Many parents value the quality of the personalised support that their children with SEND receive.
- Pupils receive a rich and varied diet of learning experiences, where stereotypes are challenged, creativity is encouraged, and British values are promoted. This ensures that pupils retain a passion and interest in their studies.
- The application of pupils' literacy and numeracy skills across the curriculum is strong. For example, inspectors observed pupils using their extended writing skills effectively in history, while in chemistry, pupils applied their mathematical skills readily to investigate chemical isotopes.
- Pupils are enthusiastic about reading and appreciate its importance. However, some pupils are reluctant to read out loud in front of others.
- On occasion, some pupils, particularly boys, are distracted from their learning and are not challenged appropriately to do better by their teachers.
- In a limited number of subjects, leaders recognise that teaching is not as strong as in others. This is due to teachers' low expectations, to their poor planning of pupils' learning and to the limited opportunities for pupils to develop their skills and understanding sufficiently well. Leaders have rightly implemented action plans to bring about the necessary improvements.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes and value the quality of the learning experience they receive. The majority of pupils are motivated, resilient and take pride in their work.
- As a result of a skilled pastoral team, the nurture and support of pupils by staff are strong. Most pupils are confident that there is someone they can talk to who will both listen and act swiftly in response to their concerns, including in relation to bullying.
- A well-planned personal development and citizenship (PDC) programme enables pupils to learn about age-relevant topics, such as healthy eating, staying safe online, careers, healthy relationships and different types of bullying, including homophobia.
- Pupils appreciate the support available to meet their mental health needs, both as practical guidance in the PDC programme, and individual advice from pastoral staff.
- Pupils learn how to stay safe through the curriculum and the trusting relationships they have with staff. Almost all parents say their children are safe, happy and well looked after at the school.
- Pupils show respect to those from different faiths and cultures and treat others equally. The butterflies displayed around school serve as an effective visual reminder of how each member of the school community is valued.
- A small number of pupils attend alternative provision. Leaders check these pupils' progress carefully. They work closely with the providers to ensure that these pupils are safe and that their welfare needs are met fully.
- Pupils in Year 11 are well prepared for their next steps, receiving support with a range of different choices. They have high aspirations to achieve well.

Behaviour

- The behaviour of pupils is good.
- Pupils follow well-established routines willingly and conduct themselves very well around the school site. They arrive at lessons promptly and are ready to learn.
- Pupils are respectful, well-mannered and courteous. Their relationships with their peers and with adults are very positive. This is reflected in the number of pupils who inspectors heard thanking their teachers at the end of each lesson.
- Most pupils value their education. Few pupils are late to school and their attendance is high. However, the proportion of pupils who are regularly absent from school is increasing, most notably for disadvantaged pupils.
- Exclusion levels have reduced to below the national average and remain low. However, a disproportionate number of pupils with SEND continue to be excluded from school. Leaders' interventions to support these pupils are not yet effective enough.
- In most lessons, there is a calm and orderly atmosphere, where pupils' positive behaviour supports their learning. However, in a minority of lessons, a small number of

pupils allow their own learning to be affected by their low-level disruptive behaviour. Leaders are aware that more pupils are being withdrawn from lessons due to poor or disruptive behaviour.

Outcomes for pupils

Outstanding

- There has been a sustained improvement in pupils' outcomes over the previous three years, in almost all areas of the curriculum. In 2018, pupils of all abilities made outstanding progress, including in English and mathematics.
- In 2018, pupils' progress notably improved in a wide range of subjects. In both humanities and science, pupils' progress was well above the national average.
- Leaders are ambitious and set pupils challenging targets. Current pupils continue to achieve extremely well.
- Current Year 10 and Year 11 pupils, including those of different abilities, achieve very well. Evidence in these pupils' workbooks indicates that they are making strong progress over a wide range of subjects.
- Pupils make excellent progress in English and mathematics. Teachers in these subjects have high aspirations for all pupils and challenge them to achieve their potential.
- Pupils with SEND make at least good progress from their different starting points and some make strong progress over time. They benefit significantly from the high-quality additional support they receive with their learning.
- In 2018, disadvantaged pupils made excellent progress compared with other pupils nationally. There was almost no difference between the progress of disadvantaged pupils and that of their peers.
- While there are gaps between the progress of disadvantaged pupils currently in Year 10 and Year 11 and that of their peers, disadvantaged pupils are still achieving well in most subjects. These pupils know how to be successful learners.
- Leaders take effective action to support pupils who fall behind. For instance, many of the Year 11 pupils who took part in the school's 'HELP' (high effort, low progress) strategy are now making better progress and have caught up with their peers.
- A high proportion of pupils in Years 7, 8 and 9 are on track to achieve their challenging targets in a wide range of subjects.
- All pupils are well prepared for their next steps. The proportion of pupils who secure sustained education, employment or training at the end of Year 11 is above the national average.
- A minority of boys, particularly those of average ability, are not making the progress that they should in Year 10 and Year 11, particularly in English and modern foreign languages.
- The proportion of pupils choosing to study a modern foreign language at GCSE has fallen over time. As a result, in 2018, the proportion of pupils who entered and attained the English Baccalaureate group of qualifications was well below the national average.
- Pupils' progress in modern foreign languages, while improving, remains weak, particularly for boys and disadvantaged pupils. No pupil with SEND has chosen to study

a GCSE in a modern foreign language since key stage 4 courses began at the school. Leaders are taking appropriate action to bring about improvements in this area of the curriculum.

School details

Unique reference number	139442
Local authority	Leicestershire
Inspection number	10041551

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	843
Appropriate authority	The governing body
Chair	Rachael Underwood
Headteacher	Andrew Morris
Telephone number	01530 242351
Website	www.southcharnwood.leics.sch.uk
Email address	office@southcharnwood.org
Date of previous inspection	Not previously inspected

Information about this school

- South Charnwood High School is slightly smaller than the average-sized secondary school.
- The school became an academy in April 2013.
- In September 2014, the school accepted Year 10 pupils for the first time, while it no longer admitted Year 6 pupils.
- Due to the growing number of pupils on the school's roll, a new position was created for an assistant headteacher in August 2015. A new deputy headteacher joined the school in September 2017.
- The school had its first set of GCSE examination results for Year 11 pupils in August 2016.
- The proportion of disadvantaged pupils is well below the national average.

- The proportion of pupils with SEND, including those with an education, health and care plan, is well below average.
- The majority of pupils are of White British heritage.
- The school uses the following alternative providers for a small number of pupils: Si-Sports; Leicester Academy of Music, Technology and Arts; and Enstruct Ltd.

Information about this inspection

- Inspectors observed learning in 40 lessons across a wide range of subjects in both key stage 3 and key stage 4. Some lessons were jointly observed with senior leaders. Inspectors also observed tutor time and an assembly.
- Inspectors and senior leaders looked at samples of pupils' work covering a range of subjects, abilities and year groups, including the work of pupils with SEND. Inspectors also looked at pupils' work in lessons.
- The lead inspector held a range of meetings, including with the headteacher, leaders responsible for safeguarding, the deputy headteacher who has oversight of pupils' outcomes, and four members of the governing body, including the chair and vice-chair.
- Inspectors held further meetings with the leaders responsible for behaviour and attendance, teaching and learning, the curriculum and careers. Inspectors also met with the coordinator of provision for pupils with SEND, the leader responsible for coordinating SMSC education, the leader of careers, subject and pastoral leaders, and a group of staff.
- Inspectors observed pupils' behaviour during lessons, before school and during breaktimes and lunchtimes.
- Inspectors spoke formally with pupils from key stage 3 and key stage 4, and a group of pupils with SEND. Inspectors also spoke with other pupils informally.
- An inspector heard a small number of Year 7 pupils read.
- Inspectors scrutinised a wide range of documents relating to the school's provision, including: self-evaluation and improvement planning; minutes of meetings of the governing body; plans related to additional government funding; behaviour, attendance and exclusion records; information about the attainment and progress of all pupils; safeguarding; and information on the school's website. The lead inspector also checked the school's single central register and the school's system for recruiting staff.
- Inspectors evaluated the 118 responses to Parent View, including 75 free-text responses.
- Inspectors analysed the 47 responses to Ofsted's online questionnaire for staff.
- Inspectors considered the 198 responses to Ofsted's online questionnaire for pupils.

Inspection team

Rachel Tordoff, lead inspector	Her Majesty's Inspector
Ellenor Beighton	Ofsted Inspector
Bernadette Green	Ofsted Inspector
Deirdre Duignan	Her Majesty's Inspector

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